

Wisconsin Educator Effectiveness System Local Decisions and Inclusions

(Updated October 2015)

This document highlights many of the policies, practices or procedures districts should consider in implementing and supporting Educator Effectiveness locally. Not every topic may be relevant to each district. In this document, **educator** refers to the evaluated Teacher or Principal. **Evaluator** refers to the Administrator (Superintendent, Principal, or other staff member) conducting the evaluation of the educator.

Local Decisions Required by the System

At a minimum to guide the successful local implementation of Educator Effectiveness, districts will need to develop local procedures, practices, or policies annually to:

- Adopt an Educator Effectiveness System practice model, either:
 - The DPI-State of Wisconsin Model, or
 - An existing approved alternative practice model (for example, the CESA 6 Effectiveness Project); or
 - Apply to use a new equivalent model through the Equivalency Review process
- Identify included educators using the [DPI Flowchart to Identify Mandated Educators](#)
- Identify an educator's lead evaluator and specify which other evaluators contribute to an educator's Effectiveness Cycle (if applicable);
- Notify a mandated educator of their Summary or Supporting Year status;
- Orient educators to the Effectiveness Cycle process and local expectations; and
- Conduct and complete the Effectiveness Cycle process for educators using the district's adopted model.

Local Decisions: Ongoing Local Support Elements

Districts should consider other potential issues in local Educator Effectiveness System implementation. Many decisions are not time bound to a specific stage of the Effectiveness Cycle. In some cases, districts may need to consult local legal counsel to determine the appropriate local decision. Finally, it is also important to clearly communicate any local decisions through formats such as a district's Employee Handbook. Issues to consider may include, but are not limited to, the following:

Evaluation Process

- Determining how Educator Effectiveness System elements fit within the district's human resource management system for teachers and principals, including:
 - New teacher or administrator mentoring and induction support
 - Levels of support and/or coaching for veteran teachers, principals, and assistant principals
 - Criteria for moving an educator into an intensive assistance phase or improvement plan
 - The role of the Effectiveness Cycle in intensive assistance or improvement support
 - Grounds for non-renewal or dismissal, including non-renewal decision-making criteria
 - Impact on local compensation and advancement systems
- Evaluating combined Evaluator-Educator Roles, for example:
 - Superintendent-Principal or Teaching Principal
 - A person serving as both the district Special Education director and a special education teacher
 - A person serving as both the district Director of Instruction and as a teacher
- Determining the use of specialized administrative roles which may contribute to Educator Effectiveness data but who may not necessarily be an administrator or an evaluator, such as:
 - Dean of Students, Content Coaches, Department Chairs, Effectiveness Coaches
- Sharing educators or evaluators between school districts
 - Deciding which district will host the license, or granting an educator multiple licenses
 - Deciding which model will be used for evaluation (in the case where the districts use different models of practice), or deciding to let each district use their own selected model
 - Developing procedures for gathering evidence and conducting observations at multiple sites
 - Communicating data and information between multiple evaluators

- Deciding to what degree peer observation and coaching data (from effectiveness coaches, implementation coaches, mentors, content coaches, etc.) will contribute to a body of evidence available to an evaluator for scoring
- Establishing conflict resolution procedures within local Educator Effectiveness implementation, including:
 - Reconciling differences of opinion between an evaluator and an educator during the Effectiveness Cycle
 - Modifying the timeline to conclude an Effectiveness Cycle (shortening or lengthening)
 - Managing educator requests or district decisions for an early or additional summary year
 - Managing educator requests for reassignment to a different evaluator or to request an additional evaluator
 - Managing educator requests to invalidate the results of an Effectiveness Cycle
 - Managing educator requests for re-evaluation of a component, multiple components, or SLO score
 - Establishing criteria for honoring an educator's request
 - Establishing criteria for changing an evaluator's decision
 - Managing educator appeals for the final summary decision of his or her evaluator
 - Establishing hierarchy of appeals process
 - Establishing possible resolutions for the results of an appeal decision
- Establishing procedures for interrupting or restarting an Effectiveness Cycle due to short or long-term leaves of absence, including:
 - Short-term and Long-Term Temporary leaves, such as: FMLA, bereavement, military deployment, sabbatical, and disciplinary leave
 - Permanent leaves (resignation or retirement)
 - Establishing procedures for completing an Effectiveness Cycle for educators who leave mid-year or who announce retirements at a specific date or time.
- Retaining records at the end of an educator's Effectiveness Cycle and deciding what documentation will be retained locally in an educator's HR file (at the district or the building level)
 - Developing a cover sheet for any documents that are saved that allows for an educator to sign off on the evaluation process
- Identifying the process and tool for the evaluation of non-mandated educators
- Establishing a schedule for recertification and calibration of evaluators
 - Identifying protocols for evaluators who fail to certify in a timely fashion
 - Identifying protocols for evaluators who do not successfully recalibrate to the model's or the district's expectations for calibration

Role of Evaluators

- Establishing the local role of district and/or school based implementation coaches, including:
 - Identifying position description, duties, locations and schedule
 - Identifying appropriate ways or limits to how implementation coaches may contribute to an educator's or an evaluator's body of evidence
- Identifying positions or staff members in the district serving as evaluators
 - Descriptions of district administrative staff positions conducting evaluations (including, for example, the Director of Instruction, Special Education Director, Assistant Superintendents, Principals, Assistant or Associate Principals, Department or Content Chairs, Instructional Coaches, Deans, or others)
 - Description of appropriate educator positions for certain district administrative staff to evaluate based on the administrative role
 - Descriptions of the roles and responsibilities of evaluators hired as consultants from outside the district (e.g., retired administrators, CESA staff, independent consultants)
- Determining the extent to which administrators in the district other than the superintendent will evaluate other administrators.
- Transitioning evaluator data, including observations, artifacts and scoring, to a replacement evaluator during an Effectiveness Cycle
 - Substitute evaluators for short-term leaves
 - Replacement evaluators for administrators on extended leave (ex. FMLA, sabbatical) or who permanently leave the district

Use and Management of Educator Effectiveness Data

- Establishing district standards and practices around data-driven decision-making
 - Role of Educator Effectiveness summary data to support and inform professional development
 - Role of Educator Effectiveness summary data in the overall district supervision and evaluation process
- Establishing district-level Educator Effectiveness System summary data retention timelines and limitations
 - Using other locally identified tools to support Educator Effectiveness work outside of the model's electronic storage platform (ex. Google drives, data warehouses, shared drives on district servers)
 - Providing access to data that informs scoring decisions that is not uploaded into the model's electronic storage platform
 - Storing evidence that affects scoring decisions that is not uploaded into the model's electronic storage platform for a period of time after scoring decisions have been made
- Determining if the evaluator will provide formative scoring immediately after observations
 - Establishing if formative scores will be included in determining a final component score
- Involving and collaborating with CESAs, local or statewide education associations in the Educator Effectiveness process
- Determining how Educator Effectiveness data will be used in evaluating or establishing local school improvement priorities
- Determining district penalties for breach if a district employee or board member publically releases an educator's Educator Effectiveness summary data
- Establishing guidance around the use of non-scored elements of the system with locally developed scoring rubrics (ex. scoring PPGs) to support high-stakes human resource decisions
- Scoring components or SLOs at times other than the end of the Effectiveness Cycle to support high-stakes human resource decision making (e.g., annual compensation adjustments)

Additional Resources for Districts:

Please refer to the DPI [Guide for Using Educator Effectiveness Results to Inform Human Resource Decisions](#) for additional information about the use of Educator Effectiveness data in making high-stakes human resource decisions.

Wisconsin Association of School Boards Policy Development site: <http://www.wasb.org/websites/policy/index.php>

Wisconsin Association of School District Administrators sample employee handbooks: <http://www.wasda.org/>

Wisconsin Educator Association Council Educator Effectiveness resources page: <http://weac.org/professional-resources/educator-effectiveness/>

Wisconsin Educator Effectiveness Implementation Guide (model neutral):
<http://ee.dpi.wi.gov/sites/default/files/imce/ee/pdf/ImplementationGuide.pdf>